DOCUMENT RESUME

ED 228 995 IR 010 668

TITLE	ITV and Radio Resources in the Defined Minimum Program. 1982-83 Curriculum Guide. A Guide for Use of Instructional Television and Radio Programs Presented over the South Carolina Educational Television and Radio Networks, in Meeting Curriculum Needs in Elementary, Junior High and Senior High Levels of Instruction.
INSTITUTION	South Carolina State Dept. of Education, Columbia.
PUB DATE	83
NOTE	40p.; For related document, see IR 010 666.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Basic Skills; *Behavioral Objectives; *Educational Radio; *Educational Television; Elementary Secondary Education; Instructional Materials; *Media Selection; Program Descriptions; Program Guides
IDENTIFIERS	*South Carolina

ABSTRACT

This guide lists 143 instructional television (ITV) series and 56 instructional radio series approved by the South Carolina State Board of Education as instructional resources. It is designed for use by South Carolina superintendents, district directors of instruction, curriculum writers, principals, and teachers in identifying ITV and radio resources which will aid their schools in meeting (1) specific instructional requirements of the Defined Minimum Program; (2) the continuing objectives of the Basic Skills Assessment Program; and (3) curriculum needs identified by Department of Education curriculum consultants as being of significant concern in South Carolina Schools. Programs are listed by subject areas, with level, curriculum need, series (grade level), and comments related to the Defined Minimum Program, basic skills, and objectives. Both ITV and radio programs are listed for the topics of language arts, foreign language, mathematics, natural science, social studies, music, health and safety, guidance, education for the handicapped, and substance abuse. Additional ITV programs are listed for environmental studies, drama and dance, art, fine arts, physical education, health, driver education, and career and vocational education. Reference tables include Basic Skills continuing objectives in communications. (LMM)

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ITV and Radio Resources
in the Defined Minimum Program

1982-83

Curriculum Guide

A guide for use of Instructional Television and Radio Programs presented over the South Carolina Educational Television and Radio Networks, in meeting curriculum needs in elementary, junior high and senior high levels of instruction.

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Use of This Guide

ITV AND RADIO RESOURCES IN THE DEFINED MINIMUM PROGRAM CURRICULUM GUIDE is designed for use by superintendents, district directors of instruction, curriculum writers, principals and teachers in identifying ITV and Radio resources which will aid their schools in meeting specific instructional requirements of the Defined Minimum Program and continuing objectives of the Basic Skills Assessment Program (Act 631). It also aids in selection of those resources which will help classroom teachers meet curriculum needs identified by curriculum consultants of the Department of Education to be of significant concern in South Carolina schools.

Other suggested uses of the guide include:

a. Curriculum planning at all levels—classroom, school or district.
b. Development of school-wide programs and approaches to meet curriculum goals.
c. Resource Room/Media Center planning.
d. Identification of resources for special groups such as the handicapped and the exceptional child.
e. Incorporation of ITV and Radio resources into curriculum guides.
f. Justification for expanding television or radio reception.

The State Board of Education approved as instructional resources for 1982-83 one hundred and forty-three (143) instructional television series and fifty-six (56) instructional radio series referenced in this guide. A description and telecast schedule for each of the one hundred and ninety-nine (199) series may be found in the South Carolina Instructional Television and Radio Resources Book for 1982-83.

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Reference Table for ITV Resources Applicable to Basic Skills Assessment Program (Act 631) Continuing Objectives

The Basic Skills Assessment Program (Section 1-a of Act 631 of 1978) has identified eleven continuing objectives in communications skills and five in mathematics. These objectives and applicable instructional television resources are identified in the following table. Resources having Basic Skills Assessment Program applications are also identified under comments for each subject area and grade level in the main body of this booklet.

ITV Reference Table To Basic Skills Assessment Program

Continuing Objective	Elementary	Middle/Jr. High	Secondary
Reading			
Decoding and word meaning	LETTER PEOPLE (1) WORDS ARE FOR READING (1-3) READALONG 1 (1) READALONG 2 (2) READALONG 3 (3) ELECTRIC COMPANY (2-4) WORDSMITH (5-8) GETTING THE WORD (6-12)	WORDSMITH (5-8) GETTING THE WORD (6-12)	WORDSMITH (5-8) GETTING THE WORD (6-12)
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Reference Usage	THINKABOUT (5-6)	THINKABOUT (5-6)	
Inference	THE WORDSHOP (2-3) THINKABOUT (5-6)	THINKABOUT (5-6)	
Analysis of Literature		THE SHORT STORY (7-12) HUMANITIES (9-12)	THE SHORT STORY (7-12) SHORT STORY SHOWCASE (11-12) HUMANITIES (9-12)
Writing			
Handwriting	WRITING TIME (2-3)		
Mechanics	THE WRITE CHANNEL (3-4) OUR LIVING LANGUAGE (4-6) WRITE ON (6-12)	SECONDARY GRAMMAR (9-12) OUR LIVING LANGUAGE (4-6) WRITE ON (6-12)	SECONDARY GRAMMAR (9-12)
Word usage	READ ALL ABOUT IT (4-6)	READ ALL ABOUT IT (4-6)	
Sentence formation	THE WRITE CHANNEL (3-4) OUR LIVING LANGUAGE (4-6) WRITE ON (6-12)	OUR LIVING LANGUAGE (4-6) WRITE ON (6-12)	WRITING FOR A REASON (12) WRITE ON (6-12)
Composition	THE WRITE CHANNEL (3-4) OUR LIVING LANGUAGE (4-6) ZEBRA WINGS (5-8) WRITE ON (6-12) READALONG 3 (3)	OUR LIVING LANGUAGE (4-6) ZEBRA WINGS (5-8) WRITE ON (6-12)	WRITING FOR A REASON (12) WRITE ON (6-12)

Continuing Objective	Elementary	Middle/Jr. High	Secondary
Mathematics			
Concepts	TWO PLUS YOU (1) MATH MAKERS II (4-6) NUMBER TRAIN (1) MATH PATROL II (2) MATH PATROL III (3-5) IT FIGURES (4) MATHEMATICAL RELATIONSHIPS (4-6) MATH MATTERS (5-8)	MATH MAKERS II (4-6) MATHEMATICAL RELATIONSHIPS (4-6) MATH MATTERS (5-8)	
Operations	MATH PATROL II (2) MATH PATROL III (3-5) MODERN MATH (5-8)	MODERN MATH (5-8)	MODERN MATH (5-8)
Measurement	MESUREMETRIC (4-6) THE METRIC SYSTEM (5-8)	MESUREMETRIC (4-6) THE METRIC SYSTEM (5-8)	THE METRIC SYSTEM (5-8)
Geometry	NUMBER TRAIN (1) MATH PATROL II (2)		GEOMETRY (10-11)
Problem solving	IT FIGURES (4) THINKABOUT (5-6)	THINKABOUT (5-6)	ADVANCED HIGH SCHOOL MATH (12)

Instructional Television Resources

Subject Area: Language Arts*

Level: Elementary

Defined Minimum Program: Grades 1-3, 550 minutes weekly;Grades 4-6, 500 minutes weekly.
*At least 50 percent of the instructional time in language arts for grades 5-6 must be devoted to the teaching of composition and grammar.

Basic Skills Assessment Program reading objectives adopted under this program: decoding and word meaning, detail, main idea, reference usage, inference, analysis of literature.

Writing objectives are: handwriting, mechanics, word usage, sentence formation, and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Supplement initial instruction in decoding skills.	LETTER PEOPLE (1)	LETTER PEOPLE provides an interesting and exciting introduction to decoding skills essential to competency in listening, spelling, writing and reading skills. Applicable to Basic Skills Assessment Program decoding objective.
	THE ELECTRIC COMPANY (2-4)	THE ELECTRIC COMPANY is designed to teach basic reading skills to children.
2. Interrelationship of language arts (listening, speaking, reading, writing.)	READALONG 1 (1)	READALONG uses animation, puppets and music to make learning to read fun. Repetition of words, phrases and sentences are put into meaningful and humorous situations that make activity stimulating even to reluctant learners. Applicable to Basic Skills Assessment Program decoding objective.
	READALONG 2 (2)	READALONG 2 encourages vocabulary building, writing and listening skills, as well as speech and reading. Several indicators have shown that the constant repetition of words, the many approaches to word-attack skills, and the recurring reminders of varied uses of reading motivate children and directly assist in improving their communications skills. Applicable to Basic Skills Assessment Program decoding objective.
	READ ALL ABOUT IT (4-6)	This series promotes the importance of reading and writing. It emphasizes immediate on-screen reading skills and encourages classes to produce a newspaper like series' own CHRONICLE.
3. Improve use of synonyms and general vocabulary knowledge	THE WORDSMITH (5-8)	The focus in this series is on student vocabulary development, incorporating terms from special vocabularies in such areas as science, math and social studies. Applicable also to Basic Skills Assessment Program word meaning objective.
	READALONG 3 (3)	Vocabulary development is a major emphasis of READALONG 3. Over 300 words are taught directly or indirectly with word charts provided for each program. Applicable to Basic Skills Assessment Program word meaning objective.
4. Improve beginning composition skills	THE WRITE CHANNEL (3-4)	Students are taught writing skills by a method wherein short, choppy sentences are combined and improved. In word animation sequences, students see a gloved hand moving words, combining words, and making appropriate changes in capitalization and punctuation. Applicable to Basic Skills Assessment Program composition objective.
	WRITE ON (6-12)	WRITE ON programs concentrate on single concepts in writing and grammar in each 5-minute program unit.
	READALONG 3 (3)	Series encourages children to write newspaper articles, mystery stories and about historical events. Applicable to Basic Skills Assessment Program composition objective.

5. Improve grammatical skills. Far too many students advance to high school without a mastery of grammatical skills.	OUR LIVING LANGUAGE (4-6)	This series assists students in mastering grammatical skills early and aids teachers in meeting DMP requirements for this subject. OUR LIVING LANGUAGE has been carefully planned to promote writing and speaking skills through the study of grammar,punctuation, sentence structure and story development. Applicable to Basic Skills Assessment Program writing mechanics objective.
	WRITE ON (6-12)	WRITE ON programs concentrate on single concepts in writing and grammar in each 5-minute program unit. Applicable to Basic Skills Assessment Program writing mechanics objective.
6. Develop handwriting skills.	WRITING TIME (2-3)	WRITING TIME demonstrates proper writing techniques and involves students in actual writing during the telecasts. Applicable to Basic Skills Assessment Program handwriting objective.
7. Strengthen students' thinking /reasoning abilities.	THINKABOUT (5-6)	This series blends skills from various subject areas and presents them within a framework based on the reasoning process. Situations common to the lives of fifth and sixth-graders are the context for learning. Applicable to Basic Skills Assessment Program inference objective.
8. Provide opportunity to apply reading skills taught, and to develop literary appreciation.	WORDS ARE FOR READING (1-3)	This series helps develop language skills. Lessons are designed to encourage student participation.
	READALONG 3 (3)	READALONG 3 encourages children to read newspaper articles, mystery stories and about historical incidents, emphasizing reading to gain information, understanding, meaning and speed. Applicable to Basic Skills Program main idea objective.
	ABOUT BOOKS: PRIMARY (1) ABOUT BOOKS: INTERMEDIATE (4-6)	ABOUT BOOKS: PRIMARY AND INTERMEDIATE are designed to involve children in independent reading. Only parts of stories are told, thus, stimulatling the child's interest to read the book himself.
	BOOKBIRD (4)	BOOKBIRD motivates children to read a selection of 16 books through narration and lively art work.
	READIT (3)	READIT serves as a kind of "electronic librarian" guiding third graders to a wide variety of appealing fiction and non-fiction books.
	THE BEST COVER TO COVER I (4-5) THE BEST COVER TO COVER II (5-6)	The primary objective of these twin series is to motivate children to read good literature for a leisure activity. Many librarians coordinate their book orders with selections featured on the programs.
	STORY BOUND (5-6)	STORY BOUND is a blend of 20th century classics including six Newberry Award winners and the best of current fiction for sixth-graders.
9. Strength non-testable abilities and interrelated language arts skill development.	THE WORD SHOP (2-3)	THE WORD SHOP places major emphasis on the language development sequence of listening, speaking, reading and writing.
10. Develop cultural appreciation.	GATHER ROUND (1-3)	This series presents a variety of colorfully illustrated fairy tales, legends and folklore from around the world to give primary level students a background in these areas of literature.

Level: Middle-Junior High

Defined Minimum Program: Grades 7-8, 250 minutes weekly.

A. At least 50 percent of instructional time in language arts for grades 7-8 must be devoted to the teaching of composition and grammar.

B. Special instruction in reading should be provided for at least 250 minutes weekly for students reading two or more grade levels below their grade placement. This may be offered as part of the regular language arts program.

Basic Skills Assessment Program: Reading objectives adopted under this program are decoding and word meaning, detail, main idea, reference usage, inference, and analysis of literature.
Writing objectives are: handwriting, mechanics, word usage, sentence formation, composition.

Curriculum Need	Series (Grade Level)	Comments
1. Improve developing composition skills.	ZEBRA WINGS (5-8)	ZEBRA WINGS helps teachers meet DMP language arts requirement of devoting 50 percent of this instruction to teaching of composition and grammar. It provides high motivation for students to produce creative writing. Applicable to Basic Skills Assessment Program composition objective.

	WRITE ON (6-12)	Each five-mmute program on writing and grammar concentrates on a single concept. The series is designed for anyone 12 years old and up. Applicable to Basic Skills Assessment composition objective.
2. Provide high-interest reading development resources for the older student. There is a need for appealing and effective resources for providing special instruction prescribed by the DMP to older students who read two or more levels below grade placement.	GETTING THE WORD (6-12)	This series uses high-interest topics such as music, camping and car racing to teach skills to older students. Lessons feature much student participation. Skill exercises for pre-lesson placement and post-lesson exercises are provided. Applicable to Basic Skills Assessment Program decoding and word meaning objective.
3. Strengthen vocabulary development	WORDSMITH (5-8)	WORDSMITH provides a consistent, well-organized and interesting basic resource for vocabulary development. WORDSMITH is a television series to be avoided if you don't want students to become hooked on words. Applicable to Basic Skills Assessment Program word meaning objective.
4. Provide opportunity to apply reading skills taught and to develop literary appreciation.	MATTER OF FICTION (7-8)	Just enough of a book's plot is dramatized by each MATTER OF FICTION lesson to spark student interest in checking them out from the library. It presents books for the purpose of enjoyment and to encourage leisure reading important to real mastery of reading skills.
	STORY BOUND (5-6)	STORY BOUND is a blend of 20th century classics including six Newberry Award winners and the best of current fiction for sixth-graders.
Supplemental/Enrichment Resources		
	CREATIVE DRAMATICS (5-7)	CREATIVE DRAMATICS provides instruction on drama as an important classroom tool. Designed in sets, each set contains a half-hour teacher program and accompanying 20-minute lesson demonstration.
	TUNED IN (6-8)	TUNED IN is designed to equip students with the information and insights to become more alert and selective television viewers.
	POETRY ALIVE (7-12)	POETRY ALIVE is designed to help both educators and students communicate in an open and positive way.

Level: Secondary

Defined Minimum Program: Course opportunities with a minimum of six units including courses in remedial reading, and English I, II, III will be offered. At least 50 percent of instructional time in courses used for graduation requirements must be devoted to the teaching of composition and grammar. Typical learning experiences to be provided include communication skills, in-depth study of literature, creative writing, literature enjoyment and appreciation, oral and written self-expression, instruction guaranteeing reading and writing skills.

Basic Skills Assessment Program: reading objectives adopted under this program include decoding and word meaning, details, main idea, reference usage, inference, and analysis of literature.

Writing objectives are handwriting, mechanics, word usage, sentence formation and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Improve compositon skills.	WRITING FOR A REASON (12)	This composition course concentrates on basic writing skills such as choosing and shaping a thesis, planning a composition, composing effective sentences, paragraphs and essays. The resource is highly supportive of DMP guidelines to provide instruction guaranteeing writing skills. Applicable to Basic Skills Assessment Program composition objective. Recommended for advanced high school seniors only.
	WRITE ON (6-12)	WRITE ON serves as an aid in guaranteeing writing skills by presenting appealing single concept programs on writing and grammar. The series is designed for anyone 12 years old and up. Applicable to Basic Skills Assessment Program composition objective.
2. Stengthen grammatical skills. Far too many students advance to high school without a mastery of grammatical skills.	WRITE ON (6-12)	Series is also a Basic Skills Assessment Program writing mechanics resources.

	SECONDARY GRAMMAR (9-12)	This series helps meet DMP requirement for devoting course content to teaching composition and grammar. The series treats the basic skill of grammar and its usage on a secondary level. Lessons on parts of speech, word order, punctuation and capitalization will help students gain this needed mastery of grammar. Applicable to Basic Skills Assessment Program writing mechanics objective.
3. Provide appealing resources for secondary students needing remedial reading instruction	GETTING THE WORD (6-12)	This series is useful for basic instruction in remedial reading and, as such, will help schools meet the DMP requirement for providing remedial reading course opportunities. Applicable to Basic Skills Assessment Program decoding and word meaning resource objective. GETTING THE WORD is an award winning resource designed to capture the interest of older, poor, or non-readers. It is designed to move students step-by-step to gain basic reading skills.
4. Provide opportunity to apply reading skills taught, and to develop literary appreciation	A MATTER OF FACT (7-10)	The commentary and film sequences of this widely acclaimed series are designed to stimulate the student to seek out and read the books featured on the programs. Many librarians coordinate their book orders with the selections.
5. Strengthen vocabulary development with a consistent enrichment program.	WORDSMITH (5-8)	WORDSMITH is being well used at the high school level because of its value as a well-organized and interesting basic resource in vocabulary development. Applicable to Basic Skills Assessment Program word meaning objective.
6. Strengthen non-testable abilities-such as the appreciation of literature and the motivation to read.	SHAKESPEARE (10-12)	William Shakespeare wrote his plays to please an audience that was neither very sophisticated nor literary; he wrote for people, not coteries. These plays are brought back on the same plain terms to a mass audience. The visual portion of the programs are rich in their use of television as a medium while the language and drama are pure Shakespeare.
	SHORT STORY SHOWCASE (11-12)	SHORT STORY SHOWCASE brilliantly dramatizes literary masterpieces by famous writers and helps students appreciate good literature. The teacher's guide outlines discussions for development of critical reading skills. The series assumes some maturity on the part of the student. Applicable to Basic Skills Assessment Program analysis of literature objective.
	HUMANITIES (9-12)	HUMANITIES seeks to convey the total effect of English, literature, art, philosophy and politics through the development of our culture. Applicable also to Basic Skills Assessment Program analysis of literature objective.
	THE SHORT STORY (7-12)	THE SHORT STORY stimulates an interest in reading the works of selected 19th century American short story writers and compares their works with the best writers of other countries. Applicable to the Basic Skills Assessment Program analysis of literature objective.
Supplemental/Enrichment Resources		
	TUNED IN (6-8)	TUNED IN is designed to equip students with the information and insights to become more alert and selective television viewers.
	POETRY ALIVE (7-12)	POETRY ALIVE is designed to help both educators and the students communicate in an open and positive way.

Subject Area: Foreign Language

Level: Secondary

Defined Minimum Progress: All accredited high schools will include at least two years of a foreign language in their programs. A school not meeting this requirement must be able to justify this omission. Schools with fewer than 300 students may alternate first and second year courses when not practical to offer two levels concurrently.

Curriculum Need	Series (Grade Level)	Comments
1. Diversify content of basic texts.	EN FRANCAIS (9-10) GUTEN TAG (10-12) GUTEN TAG WIE GEHT'S (10-12) ZARABANDA (9-12)	What these four series do best is provide a resource for diversifying the basic texts, and the most successful foreign language teachers are those who do go beyond the basic text. These series give students a longer time to work with given grammar structures for better mastery especially when used in conjunction with the activity supplement which offers many activities leading to performance skill rather than mere response patterns. Culturally, these programs with authentic scenes and language can provide a springboard for discussion of values, attitudes and customs that they depict. Based on "duplicate teacher" format.
	ZARABANDA (9-12)	ZARABANDA assists beginning level Spanish students in learning the language through a mystery/romance. Each segment is composed of two scenes and each scene is followed by a brief instructional capsule based on new grammatical elements introduced.
2. Provide intermediate level supplemental resources for very small schools with a combined level program.	GUTEN TAG WIE GEHT'S (10-12)	To help meet this need, GUTEN TAG can be used as a major curriculum component for first year classes, or as a resource for second year students who will then work independently on the supplemental activities. Where second and third year students are combined, advanced students can organize supplemental activities for second year students. Also, for this situation, GUTEN TAG WIE GEHT'S could be used as described above for third year students. EN FRANCAIS can be used for third year French students in combined level classes. (Note: GUTEN TAG WIE GEHT'S has no activity supplement, but has a commercial handbook of exercises available on request--one copy per instructor please. Write: GUTEN TAG WIE GEHT'S/ 206 Rutledge Building/ Columbia, S.C. 29201.)

Subject Area: Mathematics

Level: Elementary

Defined Minimum Program: Grades 1-3, 225 minutes weekly; Grades 4-6, 250 minutes weekly.
Basic Skills Assessment Program: mathematics objectives adopted include concepts, operations, measurement, geometry, and problem solving.

Curriculum Need	Series (Grade Level)	Comments
1. Motivational math instruction. Methods and techniques should provide for active involvement of students in the learning process. After concepts and skills are learned, methods should include drill that is couched in games and novel approaches where possible.	NUMBER TRAIN (1)	NUMBER TRAIN is designed to present mathematics in such a way that children will become more aware of its uses and importance in their environment. The teacher's guide promotes student involvement with many ideas for using readily obtainable, manipulative devices.
	TWO PLUS YOU (MATH PATROL I) (1)	TWO PLUS YOU is designed for use in the initial stage of mathematical understanding. As a television resource, it is particularly useful in bridging the gap between concrete and abstract. Applicable to Basic Skills Assessment Program mathematical concepts objective.
	MATH PATROL II (2)	Based on new research, the programs present ideas in a highly visual manner to help develop comprehension of basic math skills, to reinforce existing knowledge and to stimulate interest in mathematics. Applicable to Basic Skills Assessment Program mathematical concepts objective.

	MATH PATROL III (3-5)	Research shows that MATH PATROL II and MATH PATROL III are very effective tools for teaching math to children in the primary grades. They give teachers the opportunity to add extra excitement to the math curriculum and allow them to tap the overwhelming attractiveness of the television medium to teach an extremely important subject.
3. Improvement in basic math skills.	IT FIGURES (4)	IT FIGURES assists fourth graders in the development of mathematical skills, understanding mathematical ideas and in communicating about mathematics. Applicable to Basic Skills Assessment Program mathematical concepts objective.
	MATH MAKERS II (4-6)	MATH MAKERS II is based on a story magazine format and each lesson focuses on a particular math concept. Applicable to Basic Skills Assessment Program mathematical concepts objective.
	MATHEMATICAL RELATIONSHIPS (4-6)	This series produces a deeper comprehension and a fascination for numbers and number relationships. Applicable to to Basic Skills Assessment Program mathematical concepts objective.
4. Improvement in measurement skills.	MEASUREMETRIC (4-6)	MEASUREMETRIC is a television series in the area of metric education. Program design is process-oriented with measurement concepts developed in a sequential format. Applicable to Basic Skills Assessment Program mathematical measuremant objective.
	IT FIGURES (4)	IT FIGURES involves students in applying mathematical problem solving strategies to real life problems. Applicable to Basic Skills Assessment Program problem solving objective.
5. Improvement in reasoning skills.	THINKABOUT (5-6)	THINKABOUT is designed to help develop and strengthen student reasoning and study skills and to improve and extend their mathematics and communication skills. Programs and printed material motivate viewers to participate actively in the learning process, so that skills will be acquired by students, not imposed on them. Applicable to Basic Skills Assessment Program mathematical problem solving objective.

Level: Middle-Junior High

Defined Minimum Program: Grades 7-8, 250 minutes weekly. Basic Skills Assessment Program: Mathematics objectives adopted under the Basic Skills Assessment Program include: concepts, operations, measurements, geometry and problem solving.

Curriculum Need	Series (Grade Level)	Comments
1. Frequent use of physical and graphic models.	POTPOURRI (5-8)	POTPOURRI is designed to extend auditory and visual perception. Students use simple paper manipulative shapes with the programs in developing concepts related to categorizing, classifying, making analogies, following directions sequencing and identifying relationships.
2. Motivational math instruction Methods and techniques should provide for active involvement of students in the learning process and drill (after concept and skills are learned) that is couched in games and novel approaches where ledge possible.	POTPOURRI (5-8)	Each POTPOURRI program involves the student in responding. Some program features require oral responce while others feature manipulative materials used by the students.
	MATH MATTERS (5-8)	This series contains lessons on basic math concepts designed to deal with lack of interest in math and gaps in know- that sometimes accompany students into junior high school. Program follow-up activities suggest involving manipulative materials, mearsurements, games, and creation of designs. Applicable to Basic Skills Assessment Program mathematical concepts objective.
3. Improvement in basic math skills.	MODERN MATH (5-8)	This series is designed to develop rational number ideas concerned with four basic operations as applied to fractions and decimals. Applicable to Basic Skills Assessment Program mathematical operations objective.
	MATH MATTERS (5-8)	MATH MATTERS deals with fundamantal mathematical concepts. Programs are designed to revitalize interest in math, and to develop and/or reinforce basic understandings and skills for those students entering junior high school who have been turned off by the subject.

	MEASUREMETRIC (4-6)	MEASUREMETRIC provides a welcomed resource for teaching metric concepts missed along the way. The series presents metric information sequentially in three major areas: readiness, awareness and conceptual development. Applicable also to Basic Skills Assessment Program mathematical measuremant objective.
4. Improvement in measurement skills.	THE METRIC SYSTEM (5-8)	THE METRIC SYSTEM emphasizes metric units of length, volume, and weight and helps the viewer accept with ease the use of the metric system of measurement. Applicable to Basic Skills Assessment Program mathematical measurement objective.

Level: Secondary

Defined Minimum Program: A. Three courses of math leading to a post high school study consisting of algebra I, geometry and algebra II. B. Two courses of General Math; remedial instruction if ten percent or more of general math students are three years or more behind basic skills for tneir grade.
Mathematics objectives adopted under The Basic Skills Assessment Program: Concepts, operations, measurement, geometry, problem solving.

Curriculum Need	Series (Grade Level)	Comments
1. Increase availability of geometry courses.	GEOMETRY (10-11)	Geometry must be offered in meeting the DMP in high schools. GEOMETRY strengthens geometry courses by helping students achieve mastery of basic theorems. The series contains most of the content of a basic course in geometry and is designed for the average student. Applicable to Basic Skills Assessment Program geometry objective.
2. Improve basic math skills.	MODERN MATH (5-8)	MODERN MATH emphasizes one concept or method per lesson in developing ideas concerned with four basic operations as applied to fractions and decimals. Series may be useful in remedial math courses. Applicable to Basic Skills Assessment Program mathematical operations objective.
Supplemental/Enrichment Resources		
	ADVANCED MATHEMATICS FOR HIGH SCHOOL (12)	This series is designed to give adequate preparation to students aspiring to first-year college mathematics courses which include analytic geometry and calculus. Students using this series are expected to have sound preperation in algebra and geometry. Applicable to Basic Skills Assessment Program problem solving objective.

Subject Area: Natural Science

Level: Elementary

Defined Minimum Program: Grades 1-3, 125 minutes weekly; Grades 4-6, 175 minutes weekly. Environmental education is required as an intergral part of science, social studies, and health.

Curriculum Need	Series (Grade Level)	Comments
1. Improve quality and amount of classroom science experiences. Lack of background in science skills and concept make many elementary teachers uncomfortable in this subject area. Science experiences, therefore, are kept to a minimum.	HANDS ON Levels I-V (1-5)	The HANDS ON series gives teachers confidence to provide a material-centered science program that emphasizes student activity.
	ANIMALS & SUCH (3-4)	ANIMALS & SUCH is a high-interest, non-sequential series which can enrich science instruction. It emphasizes ecological concerns and deals with living specimens in their own enviorment.
	DRAGONS, WAGONS, & WAX (1-3)	This series draws experiences from all areas to help students become aware of the total environment, their place in it, and the interrelationships of all living things. Stories, songs, and real-life experiences help to make scientific knowledge more easily understood, remembered and used.
2. Provide more inexpensive manipulative science materials.	HANDS ON Levels I-V (1-5)	HANDS ON follow-up activities identify inexpensive materials readily obtainable at home or in local stores.

3. Provide more indoor and outdoor laboratory experiences. Science at this level is usually only a "read-about-science"—heavily textbook oriented.	HANDS ON Levels I-V (1-5)	HANDS ON takes students beyond the text bringing in real-life, relevent situations that give children choices and appeal to their interests.
4. Recognize the interdisciplinary nature of science. Many science skills and concepts are related to those of other subject areas such as health.	ALL ABOUT YOU (2-3)	ALL ABOUT YOU is a series that intergrates science and health instruction. The series presents a picture of what a human being is and promotes an understanding of how people grow and develop physically and mentally.
5. Increase interest in the study of science.	3-2-1 CONTACT (4-6)	3-2-1 CONTACT is an effort to use television to arouse the innate curiosity of children in the natural and technological world and to gently draw them into science and technology.
6. Provide instruction on natural and social aspects of man's interrelationship with his enviornment.	S.C. NATURESCENE (6-10)	NATURESCENE is series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommended particularly for environmental studies.
	COMMUNITY OF LIVING THINGS (7)	Programs of this newly revised series stress four major themes: Change, diversity, interrelationships and energy.

Level: Middle-Junior High

Defined Minimum Program: Grades 7-8, 200 minutes weekly.

Curriculum Need	Series (Grade Level)	Comments
1. Provide resources and learning experiences not otherwise available. Science instruction in many middle-junior highs is still presented as a traditional textbook based program.	LIFE SCIENCE (7)	This series provides lessons not ordinarily duplicated in the school setting, such as time-lapse photography and microphotography.
	COMMUNITY OF LIVING THINGS (7)	Programs of this newly revised series stress four major themes: change, diversity, interrelationships, and energy.
2. Provide enrichment/supplemental experiences correlated to the content of the most commonly used textbooks.		Several programs enhance the study of habitats by taking students to specialized areas and habitats such as the Galapagos Islands.
3. Enrich classroom instruction by providing experiences relating to the long ago and the far away.		Several lessons take students back into geological time to give an historical perspective to life science.
	NATURAL SCIENCE SPECIAL (8)	This series provides non-sequential lessons on life science and earth science designed to inform students about biological and geological occurrences.
4. Provide an opportunity to observe scientists at work on a variety of interesting studies.	LIFE SCIENCE (7)	Programs provided on scientists at work allowing students to observe the use of tools and procedures used in making scientific advances.
5. Provide more laboratory and field experiences.	ABOUT SCIENCE (7-12)	This is a series of 40 short, simple concept units for students in intermediate, junior and senior high school. The setting is the top of the laboratory table. Units range from four to eight minutes in length, and consist of a scientific experiment or demonstration of a scientific principle or concept.

6. Make science instuction more relevant. Some S.C. teachers lack experience in the earth sciences and have difficulty relating earth science concepts to student interests and needs.	WHAT ON EARTH? (8)	WHAT ON EARTH compliments the teacher's classroom instruction by concentrating on experiences that help students develop more abstract concepts.
	THE UNIVERSE AND I (8)	THE UNIVERSE AND I helps teachers by taking students beyond classroom walls and giving them exposure to the real drama of the natural world. The series includes a wide variety of ideas for student activities to round out the telecasts. Film footage from NASA's library and well-known space actors are used to develop high interest programs about broad earth science concepts.
	WEATHER MATRIX (7-8)	This series starts students thinking about the influence that the weather has on people and about the big four weather makers—the sun, earth, atmosphere and the earth's surface.
7. Provide instruction which promotes nutritional knowledge and development of healthful food selection habits.	SOUP TO NUTS (7-8)	This nutrition education series is designed to change poor food habits in regard to food selection by exploring values, attitudes, acquiring knowledge and skills.
Supplemental/Enrichment Resources		
	S.C. NATURESCENE (6-10)	NATURESCENE is a series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommended particularly for enviornmental studies.

Level: Secondary

Defined Minimum Program: Grades 9-12, biology, chemistry, and physics are among the course offering which will be included every year. Schools (grades 9-12) with enrollments of 400 or less may alternate chemistry and physics. At least 20 percent of instructional time in all science subjects shall be devoted to student-centered laboratory experiences. All accredited high schools will include environmental studies as a part of the instructional program.

Curriculum Need	Series (Grade Level)	Comments
1. Enrich classroom instruction as well as suggest a variety of laboratory experiences.	BIOLOGY & ECOLOGY (10)	BIOLOGY provides non-sequential material that can be utilized by the teacher as either basic or enrichment material. The series has been revised to include a number of late high-interest programs in color. Appropriate follow-up activities are outlined in the accompanying teacher's guide.
	ABOUT SCIENCE (7-12)	The setting for ABOUT SCIENCE is the top of the laboratory table. Short, single concepts on scientific experiments or demonstrations of scientific principles are presented.
	PHYSICAL SCIENCE (9)	Included in the lessons are demonstrations of several basic student activities such as density, distillation and levels.
	INTRODUCING BIOLOGY (10-12)	Series focuses on the viewer by developing an appreciation of the intricate human body. The living world of animals and plants around the viewer is related to human existence, to help the student realize the unity of all life forms.
	SEARCH FOR SOLUTIONS (9-12)	Programs demonstrate or discribe how scientific princples apply to solve practical scientific problems.
2. Teacher's need to reinforce textbook content to enable students to master basic concepts.	PHYSICAL SCIENCE (9)	This series is useful as a supplemental resource to many physical science textbooks. Lessons are scheduled to allow time for teacher presentation of concepts not included in series.
	DIMENSIONS IN SCIENCE: CHEMISTRY (10-12)	This series was created specifically to aid teachers and students in connecting classroom theory with the chemistry of everyday life and industry. It amplifies classroom experiments by showing how our economy functions on the same principles. With it, students are helped to see beyond the cloudy chemical mixes to the wider world outside.
	DIMENSIONS IN SCIENCE II: PHYSICS (10-12)	Series focuses on a fundamental curriculum. It is designed to generate a sense of excitement in scientific discovery by showing how scientists themselves view their work.

Supplemental/Enrichment Resource		
	S. C. NATURESCENE (6-10)	NATURESCENE is a series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommened particularlly for environmental studies.
	ENVIRONMENTAL STUDIES (9-12)	ENVIRONMENTAL STUDIES is a series of films and videotapes for an interdisciplinary program addressing the use and managemant of natural resources in South Carolina. Programs stand alone and may be used in any order as units in the Enviornmental Studies course.

Subject Area: Social Studies

Level: Elementary

Defined Minimum Program: Grades 1-3, 125 minutes weekly; Grades 4-6, 175 minutes weekly. Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunities to: -gain knowledge of our history. -profit from our experiences. -build on our heritage. -apply fundamental social studies concepts to our daily lives.	UNDER THE BLUE UMBRELLA (1)	From this series the first grade student will gain fundamental social studies concepts from the areas of geography, history, economics and political science. This foundation will assist the student in beginning the acculturation process.
	UNDER THE YELLOW BALLOON (2-3)	Series presents basic social studies concepts in a developmental manner using an expanding environmental approach. The child, his family, home, community, the state, the country and the world will all be interrelated to present concepts from each of the social studies disciplines.
	SANDLAPPER'S CORNER (3)	SANDLAPPER'S CORNER will provide students with an introduction to South Carolina and the foundations needed for later study of this state.
	GETTIN' TO KNOW ME (4-8)	GETTIN' TO KNOW ME is about a contemporay southern black family and the role black folklore plays in their daily lives.
	AMERICA COUNTS (4-12)	This series depicts the feelings and attitudes of different Americans toward their country in an attempt to help students discover the meaning of being an American.
	TRULY AMERICAN (4-8)	This series helps students become aware of their heritage and to appreciate it through biographical treatment of famous 20th century Americans.
	AMERICAN LEGACY (5-6)	AMERICAN LEGACY explores significant historical events, personalities, and economic and cultural foundations of our nation.
2. Increased knowledge of the everyday workings of our economic system. A significant proportion of our population cannot make change and effectively manage their personal finances.	COMMON CENTS (economics, 1-2)	The basic objective throughout all five COMMON CENTS programs is to show how people are interdependent and to discuss this in economic terms. The series aids students in understanding how economics is a real part of their daily lives.
	PENNYWISE (1-3)	Puppetry and dramatization are the vehicles used in the series to demonstrate essential economic fundamentals.
	TRADE-OFFS (4-6)	This series increases knowledge of economics, aids in building skills in using economic concepts and motivates an interest in the economic world.
	GIVE & TAKE (6-8)	GIVE & TAKE assists students in development of economic understandings and decision-making skills.
3. Knowledge of the geography of our community, state, nation and world as it relates to the development of our society and as it influences our environment.	FINDING OUR WAY (4-8)	Through careful sequencing, the series introduces, develops, and reinforces such concepts as position, direction, and distance on the earth's surface. Students are taught how to read and interpret map and globe information for a better understanding of any social studies curriculum.
	ODYSSEY (4-6)	ODYSSEY carries students along on an exploration of the Antarctic and Arctic regions of the world examining their climate, physical and biological features and history.

4. Provide instruction on natural and social aspects of man's interrelationships with his environment.	S. C. NATURESCENE (6-10)	NATURESCENE is a series of programs that explore nature in South Carolina. Programs are taped on location in a variety of interesting locations and recommended particularly for biology and enviornmental studies.
Supplemental/Enrichment Resources		
	WHAT'S IN THE NEWS? (4-6)	This weekly current events series demonstrates to students that the news can teach them more about the world in which they live. From the series, students learn to think of the news as a means of developing new interests or of pursuing the interests they already have.
	RIPPLES (K-2)	RIPPLES is about feelings, values and relationships—those other very important parts of a child's growth.
	THE CLYDE FROG SHOW (1)	Programs of this series are designed to help primary students understand and cope with their emotions. Situations commonly encountered by young children are presented.
	CELEBRATE (K-2)	CELEBRATE explores the reasons why we have holidays and how they are celebrated.
	TUNED IN (6-8)	TUNED IN encourages viewers to analyze and to evaluate what they see and hear on television and to explore how television fits into their lives.

Level: Middle and Junior High

Defined Minimum Program: Grades 7-8, 200 minutes weekly. Eighth grade social studies must include South Carolina history as it relates to the United States.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunities to gain knowledge and appreciation of our history, so students can profit from our experiences and build on our heritage.	THE PALMETTO SPECIAL (8)	This new series aids teachers in meeting the defined minimum program requirement to teach South Carolina History in an exemplary manner. The series takes students throughout the state to observe dramatic reenactments of events that helped shape our destiny.
	GETTIN' TO KNOW ME (4-8)	GETTIN' TO KNOW ME is about a contemporary extended southern black family and the role black folklore plays in their daily lives.
	AMERICA COUNTS (4-12)	This series depicts the feelings and attitudes of different Americans towards their country in an attempt to help students discover the meaning of being an American.
	OUR STORY (6-12)	Programs are designed to motivate students to appreciate and better understand events, people and places important to the development of our nation.
	TRULY AMERICAN (4-8)	This series helps students become aware of their heritage and to appreciate it through biographical treatment of famous 20th century Americans.
	AMERICAN LEGACY (5-6)	AMERICAN LEGACY explores significant historical events, personalities, and economic and cultural foundations of our nation, focusing on selected geographical areas.
2. Knowledge of geography of our community, state, nation, and world as it relates to the development of our society and as it infuences our enviornment.	FINDING OUR WAY (4-8)	Through careful sequencing the series introduces, develops, and reinforces such concepts as position, direction, and distance on the earth's surface. Students are taught how to read and interpret map and globe information for a better understanding of any social studies curriculum.
	UNDERSTANDING OUR WORLD (4-6)	This series aids students in developing many social understandings by making them aware of the importance of geography in the world around them. The improvement of map and globe skills is a part of this interesting course.
	ODYSSEY (4-6)	ODYSSEY carries students along on an exploration of the Antarctic and Arctic regions of the world examining their climate, physical and biological features ans history.
3. Increased knowledge of everyday workings of our economic system.	TRADE-OFFS (4-6)	Series considers fundamental economic problems relevant to everyday life. TRADE-OFFS significantly improves student's knowledge of and attitudes toward economics.
	GIVE & TAKE (6-8)	GIVE & TAKE assists students in development of economic understandings and decision-making skills.

4. Provide instruction on natural and social aspects of man's interreltionships with his environment.	S.C. NATURESCENE (6-10)	NATURESCENE is a series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommended for environmental studies.
Supplemental/Enrichment Resources		
	NEWS (7-12)	Through interviews with prominent personalities, students gain insight into the various news media, news gathering techniques, news selection and aspects of public opinion and propaganda.
	TUNED IN (6-8)	TUNED IN encourages viewers to analyze and to evaluate what they see and hear on television and to explore how television fits into their lives.
	NEWSPAPER (6-12)	Following essentially the format of the NEWS series, this resource gives in-depth treatment of the what, why and how of newspaper.

Level: Secondary

Defined Minimum Program: A school program will include each year:
A. U.S. History and Constitution
B. Economics and American Government
C. Three other courses in the approved social studies area
D. All accredited high schools shall include environmental studies as a part of the instructional program.

Curriculum Need	Series (Grade Level)	Comments
1. Knowledge of our history. An understanding of our heritage, laws, institutions, and ideals is needed as a foundation for changing and strengthening our present society and government.	WAYS OF THE LAW (10-12)	WAYS OF THE LAW programs are designed to acquaint students with those areas of the law with which they are likely to to come in contact as adults. The overall objective is to enhance their survival skills and thereby make them more productive citizens.
	AMERICA COUNTS (4-12)	Thisd series depicts the feelings and attitudes of different Americans towards their country in an attempt to help students discover the meaning of being an American.
	OUR STORY (6-12)	Programs are designed to motivate students to appreciate and better understand people, events and places important to the development of our nation.
	EQUAL JUSTICE UNDER THE LAW (10-12)	This series demonstrates how the far-sighted opinions of the U. S. Supreme Court under Chief Justice John Marshall, from 1801 to 1835, shaped the course of America. Landmark cases in his courtroom which defined powers of the judiciary and the federal government are presented.
	UNDERSTANDING OUR TAXES (9-12)	This series is designed for use in business classes, such as bookkeeping, business mathematics and accounting. Because the topic affects all students, teachers are introducing it successfully into their courses. Recommended also for courses in: social science work study programs, history, government, civics, economics, distributive education, and vocational agriculture.
	OLD WORLD BACKGROUND (7-12)	This series begins with pre-historic man and moves through the development of Asiatic and European cultures giving the student a better understanding of the beginnings of this nation and our world today.
	AMERICA (9-12)	AMERICA will help students capture the flavor of the American experience, relate it to their own lives and, hopefully, obtain meaning and guidance for today and the future.
	U. S. HISTORY (9-12)	From U.S. HISTORY students will gain a knowledge of key people, events and issues that have been important to the development of America.
2. Attainment of the level of knowledge, skills and understandings necessary to participate constructively in a democratic society.	NEWS (7-12)	Through interviews with prominent personalities, these programs give insight into the various news media, news gathering techniques, news selection and aspects of public opinion and propaganda.
	NEWSPAPER (6-12)	Following essentially the format of the NEWS series, this resource gives in-depth treatment of the what, why and how of newspapers.
	ADVOCATES IN BRIEF (9-12)	Programs are well-balanced presentations of both sides of an issue. They retain the excitement of the original trial-debate format of the award-winning PBS public affairs series THE ADVOCATES.

3. Understanding of the structure and operation of local and state government.	GOVERNMENT-POLITICS-CITIZENSHIP (9-12)	This series focuses on political and governmental structure and operation in South Carolina at state and local levels. It provides a basic resource for filling a gap in most civics textbooks on local/state government.
4. Increased knowledge of the everyday workings of our economic system.	AMERICAN ENTERPRISE (11-12)	AMERICAN ENTERPRISE examines the economic history of the United States and focuses on five key elements in America's economic growth--land, people, innovation, organization and government. The host/narrator for this series is actor William Shatner.
	TRADE-OFFS (4-6)	Many programs from TRADE-OFFS are appropriate for intermediate grades and/or secondary grades. The series increases knowledge of economics and builds skills in use of economic concepts.
5. Provide instruction on natural and social aspects of man's interrelationship with his environment.	S. C. NATURESCENE (6-10)	NATURESCENE is a series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommended for environmental studies.
	ENVIRONMENTAL STUDIES (9-12)	ENVIRONMENTAL STUDIES is a series of films and videotapes for an interdisciplinary program addressing the use and management of natural resources in South Carolina. Programs stand alone and may be used in any order as units in the Environmental Studies course.

Subject Area: Environmental Studies

Level: Grades 6-12

Defined Minimum Program: Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1. Provide instruction on natural and social aspects of man's interrelationship with his environment.	S. C. NATURESCENE (6-10)	NATURESCENE is a series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommended for environmental studies.
	ENVIRONMENTAL STUDIES (9-12)	ENVIROMENTAL STUDIES is a series of films and videotapes for an interdisciplinary program addressing the use and management of natural resources in South Carolina. Programs stand alone and may be used in any order as units in the Environmental Studies course.

Subject Area: Music, Drama and Dance

Level: Elementary

Defined Minimum Program: Grades 1-6, 40 minutes weekly.

Curriculum Need	Series (Grade Level)	Comments
1. Provide experiences in extending and reinforcing the basic concepts in music education.	HARMONY (2-3)	From the HARMONY series students will gain an understanding of the performing arts - music, drama and dance. The series' objectives will focus on creating the arts, responding to the arts and living within the arts.
	TIME FOR SOUNDS IV (4-5)	TIME FOR SOUNDS IV explores the basic skills of music education. The series presents a direct teaching approach with additional contributions by music educators and performers from across the state and nation.
	MUSIC AND ME (3-4)	MUSIC AND ME actively involves the learner in a process of skills development through singing, listening, rhythmic expression and the playing of simple instruments. The series emphasizes a more complete musical experience and assists with the development of understanding and appreciation for music.
	GUITAR (6-12)	This "how-to" series is designed to introduce basic guitar techniques to beginning guitar students.

	MUSIC (4-6)	MUSIC introduces viewers to the musical concepts to be studied and provides a large variety of listening experiences. Programs are fast-paced, full of humor, and full of music--appropriate to a viewing audience with highly sophisticated tastes both in television viewing and in music.
2. Enrich classroom instruction as well as provide opportunities for experiencing extended artistic performances such as concerts, operas, musicals, ballets, drama and mime.	HOLIDAY SPECIALS (K-12)	HOLIDAY SPECIALS provides opportunities to experience the essence of life through the performing arts. Young people seldom have the opportunity of hearing an opera, a symphony, attending a ballet or a play, or observing artists at their work. Many such opportunities are provided through these specials. These programs include those of general appeal as well as seasonal interest.

Level: Middle, Junior High and Secondary

Defined Minimum Program: Fine Arts--A fine arts program including music and art will be provided as a elective for 36 weeks. Courses in fine arts must be offered during the school day at a scheduled period. Students electing to take the fine arts courses shall be scheduled for a minimum of 250 minutes weekly for nine weeks.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunity for students to explore music interests and to participate in general music programs. There is a general lack of minicourse and general music programs for students with which to develop music interests.	MUSIC (4-6)	MUSIC exposes viewers to a wide variety of styles--local and instrumental, jazz, bluegrass and pop, gospel and Gregorian chant, Eastern and Western, solo, ensemble and orchestral. Programs are fast-paced, full of humor, and full of music. For viewers with sophisticated tastes, both in television viewing and in music.
2. Provide opportunities to experience performance in music, drama and dance.	EXPERIENCES IN MUSIC, DRAMA AND DANCE (7-12)	EXPERIENCES IN MUSIC, DRAMA AND DANCE helps strengthene music curriculum at the secondary level through exposure to artistic performances in the area of music, drama and dance.
3. Provide skills necessary for beginning to play the guitar.	GUITAR (6-12)	This "how-to" series is designed to introduce basic guitar techniques to beginning guitar students.
4. Enrich classroom instruction as well as provide opportunities for experiencing extended artistic performances such as concerts, operas, musicals, ballets, drama and mime.	HOLIDAY SPECIALS (K-12)	HOLIDAY SPECIALS provides opportunities to experience the essence of life through the performing arts. Young people seldom have the opportunity of hearing an opera, a symphony, attending a ballet or a play, or observing artists at their work. Many such opportunities are provided through these specials. These programs include those of general appeal as well as seasonal interest.

Subject Area: Art

Level: Elementary

Defined Minimum Program: Grades 1-6, 40 minutes weekly.

Curriculum Need	Series (Grade Level)	Comments
1. Provide assistance to schools not having specialized art teachers.	IMAGES AND THINGS (4-7)	IMAGES AND THINGS helps strengthen the teaching of art by providing classroom art experiences not available to the ordinary classroom. The series helps students to perceive qualities in people, objects and events, and learn to respond and use them in visual expressions. It also helps students discriminate among characteristics of art media.
2. Provide opportunities to explore art activities with basic drawing materials, i.e.: pencils, chalk, crayons, pastels.	LETS DRAW (1-3)	This series is based upon the philosophy that drawing is a way of communicating one's thoughts and feelings to others and, sometimes, to one's self. It encourages children to express themselves graphically and gives them suggestions for doing so. Subjects chosen from presentations are slow-paced.
	THE DRAW MAN (3-7)	Young students seldom have the opportunity to observe a professional artist at work. In THE DRAW MAN, Paul Ringer provides students with clear and uncomplicated demonstrations in graphic design.

	IMAGES AND THINGS (4-7)	This series helps students preceive qualties in people, objects, and events and respond to and use them in visual expressions.

Subject Area: Fine Arts

Level: Middle and Junior High

Defined Minimum Program: Fine Arts--A fine arts program including music and art will be provided as an elective for 36 weeks. Courses in fine arts must be offered during the school day at a scheduled period. Students electing to take fine arts courses shall be scheduled for a minimum of 250 minutes weekly for nine weeks.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunities to explore art activities with basic drawing materials,ie: pencils, chalk, crayons, pastels.	THE DRAW MAN (3-7)	Young students seldom have the opportunity to observe a professional artist at work. In THE DRAW MAN, Paul Ringler provides students with clear and uncomplicated demonstrations in graphic design.
2. Opportunity to develop aesthetic judgement skills within the intermediate years. Opportunity to incorporate elements of art history and criticism in their teachings.	IMAGES AND THINGS (5-8)	IMAGES AND THINGS helps students discriminate among characteristics of art media. It also helps them perceive qualities in people, objects, and events, and learn to respond and use them in visual expressions.

Level: Secondary

Defined Minimum Program: Fine Arts--A school program shall include a minimum of two courses in the fine arts area.

Curriculum Need	Series (Grade Level)	Comments
1. Opportunity to include aesthetic and critical judgement skills and introduction to advanced media.	ART AMERICA (9-12)	ART AMERICA is a useful resource for broading the content of art offerings. The series focuses primarily on painting and sculpture with supplemental material dealing with architecture, photography, and crafts. Each program will engage the student's response and activate his understanding of the development of American art within the context of American culture and national experience.

Subject Area: Health and Safety

Level: Elementary

Defined Minimum Program: Grades 1-6, 75 minutes weekly, 36 weeks annually. Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1. Provide for greater student participation in health instruction.	CONRAD (6-9)	CONRAD is a basic health education resource dealing with physical health and disease prevention.Student participation activities are provided with each lesson in the teacher's guide to insure real understanding and practice of health concepts essential to development of good health.
	HIGH FEATHER (4-8)	HIGH FEATHER is designed to teach children the value of good nutrition and motivate them to eat proper foods.
	SOUP TO NUTS (7-8)	This nutrition education series is designed to change poor food habits in regard to food selection by exploring values, attitudes, acquiring knowledge and skills.
2. Provide a progressive program of health instruction that is consistent with growth and development patterns of children.	ALL ABOUT YOU (2-3)	ALL ABOUT YOU is a series that integrates science and health instruction. The series presents a picture of what a human being is and promotes an understanding of how people grow and develop physically and mentally.

	THE INSIDE STORY WITH SLIM GOODBODY (3-5)	THE INSIDE STORY WITH SLIM GOODBODY deals with the human body and how to maintain it as a healthy organism.
	CONRAD (6-9)	Since life-styles are developed very early in life, the series shows the cause and rehabilitation from desease, thus allowing students to determine their own set of values regarding health. The choice of content was based on the documented need for more health information in various critical areas.
3. Promote safety habits.	IT'S YOUR MOVE (1-6)	IT'S YOUR MOVE is designed to promote pedestrian and bicycle safety habits and to help all students develop sound attitudes toward safety practices in all aspects of life.
	SCHOOL BUS SAFETY (K-12)	SCHOOL BUS SAFETY promotes the safe use and driving of school buses by students.
4. The development of good mental health as an important component of health instruction.	INSIDE/OUT (4-7)	Series uses an approach to mental health which enables the child to consider, to feel, and to act upon the choices that bear on the quality and scope of his or her own life. INSIDE/OUT demonstrates quality experiences in positive mental health.
Supplemental/Enrichment Resources		
	MULLIGAN STEW (4-7)	This series examines calorie counting, fad diets, diet planing, food buying, food preparation, digestion, natural foods etc. MULLIGAN STEW aims to help students discover good health.

Level: Middle and Junior High

Defined Minimum Program: Grades 7-8, 250 minutes weekly, 9 weeks annually.

Curriculum Need	Series (Grade Level)	Comments
1. Provide for greater student participation in health instruction.	HIGH FEATHER (4-8)	HIGH FEATHER is designed to teach children the value of good nutrition and motivate them to eat proper food.
	SOUP TO NUTS (7-8)	This nutrition education series is designed to change poor food habits in regard to food selection by exploring values, attitudes, acquiring knowledge and skills.
2. Provide a progressive program of health instruction which is consistent with growth and development patterns of children.	CONRAD (6-8)	CONRAD is a basic health education resource dealing with physical health and disease prevention. Student activities are suggested to insure real understanding and and practice of health concepts.
3. Provide instruction promoting good mental health-an important component of health instruction.	SELF INCORPORATED (5-8)	This series is designed to stimulate classroom discussion of some of the critical issues and problems of early adolescence such as life changes, sexual identity, cliques, and drugs. Teachers, mental health workers, counselors and parents can make effective use of SELF INCORPORATED.
4. Promote safety habits.	IT'S YOUR MOVE (1-6)	IT'S YOUR MOVE is designed to promote pedestrian and bicycle safety habits and to help all students develop sound attitudes toward safety practices in all aspects of life.
	SCHOOL BUS SAFETY (K-12)	SCHOOL BUS SAFETY promotes the safe use and driving of school buses by students.

Level: Secondary

Defined Minimum Program: Grades 9-12. A minimum of one unit of health education will be offered as an elective for 36 weeks in a school program. Health courses may be taught on a semester basis.

Curriculum Need	Series (Grade Level)	Comments
1. Provide instruction on contemporary health problems of the adolescent, emphasizing individual responsibility for one's health.	CONRAD (6-8)	Series content focuses on the critical health needs of the adolescent. Practical methods of improving, maintaining one's own health are emphasized.
	HERE'S TO YOUR HEALTH (9-12)	Series provides medical and health information on several major health problems of our society in an entertaining and straightfoward manner. Topics covered include nutrition, dental care, drugs, alcoholism, mental health, heart disease and cancer.

2. Provide instruction promoting good mental health-an important component of health instruction	ON THE LEVEL (8-12)	This series in personal and social growth is designed for secondary school students and is intended to be a part of a school system's comprehensive health education program. Topics covered include developing self concept, accepting feelings, managing conflict and coping with stress.
3. Promote safety habits.	SCHOOL BUS SAFETY (K-12)	SCHOOL BUS SAFETY promotes the safe use and driving of school buses by students.

Subject Area: Physical Education

Level: Elementary

Defined Minimum Program: Grades 1-6, 75 minutes weekly, 36 weeks annually.

Supplemental/Enrichment Resources	Series (Grade Level)	Comments
	DOUBLE DRIBBLE (6-12)	DOUBLE DRIBBLE is excellent for teaching basketball skills. Physical education teachers, classroom teachers and coaches can make good use of this teaching aid for middle, junior and senior high schools as well as varsity basketball teams.
	BASEBALL WITH BOBBY RICHARDSON (3-6)	This series is a teaching aid for the techniques of baseball Richardson does an excellent job of presenting the materials and utilizes some professional players to assist approaches to the game.

Level: Middle and Junior High

Defined Minimum Program: Grades 7-8, 250 minutes weekly, 9 weeks annually.

Supplemental/Enrichment Resources	Series (Grade Level)	Comments
	DOUBLE DRIBBLE (6-12)	DOUBLE DRIBBLE is excellent for teaching basketball skills. Physical education teachers, classroom teachers and coaches can make good use of this teaching aid for middle, junior and senior high schools as well as varsity basketball teams.

Subject Area: Physical Education and Health

Level: Secondary

Defined Minimum Program: Grades 9-12. A school program will include health and physical education for boys and girls and it must be available in grades 9-12.

Supplemental/Enrichment Resoruces	Series (Grade Level)	Comments
	DOUBLE DRIBBLE (6-12)	DOUBLE DRIBBLE is excellent for teaching basketball skills. Physical education teachers, classroom teachers and coaches can make good use of this teaching aid for middle, junior and senior high schools as well as varsity basketball teams.

Subject Area: Driver Education

Level: Secondary

Curriculum Need	Series (Grade Level)	Comments
1. Provide classroom teachers with driver education learning situations difficult or impossible to create in the classroom.	THE RIGHT WAY (9-12)	This series is designed to aid the classroom instructional phase of driver education and traffic education. Its objectives and content items are derived from what people do, on and off the highway, relating to the Highway Transportation System.

Subject Area: Career and Vocational Education

Level: K-12

Defined Minimum Program: Each school's curriculum will include opportunities for aesthetic and creative experiences, career arts and personal development programs for all pupils for at least 150 minutes weekly. Introduction to career education is one of the electives that may be provided. Other exploratory experiences should be provided within the regular curriculum. These may be units of study, learning activities and/or mini-courses.

Curriculum Need	Series (Grade Level)	Comments
1. Students need to learn techniques for becoming aware of, analyzing and appraising their interests, aspirations, aptitudes, abilities and values in terms of various career options.	BREAD & BUTTERFLIES (4-7)	The series provides the students with a recognition of the interactive relationship between themselves and enviornment in ways which facilitate self-direction and self-improvment. An emphasis is placed on increasing use of self-knowledge in life-career planning and personal relationships and the acceptance of responsibility for one's own behavior.
2. Students need to appreciate the interrelationships of various life-career roles: family, citizenship, leisure time and occupation.	BREAD & BUTTERFLIES (4-7)	This series provides the students an understanding and appreciation of these roles.
3. Students need to develop affective skills which are essential to success in a career-related situation.	FREESTYLE (3-6)	The series is aimed at expanding the career awareness of 9 to 12 year olds. It provides knowledge of the world of work and about behavioral strategies that students can master and use with success whenever they encounter a career-related situation. It is designed not only to give students knowledge about specific adult occupations and family roles but also to help them explore various career-related interests without the limiting effects of sex-role stereotyping.
4. Promotes a positive self-concept.	BREAD & BUTTERFLIES (4-7)	The series provides open-ended programs on self-clarification, interpersonal relationships, and human dignity. Conveyed to the audience is the realization that, if work allows a person to exercise a positive self-concept and meet personal needs, then performance will increase.
	INSIDE/OUT (4-7)	The series helps children become aware that well-being results from positive action based on knowledge and understanding of what human beings must do to live their lives as well as they possibly can.
5. Students need to be taught that work is honorable and that common sense dictates respect for all occupations, vocations, and professions.	BREAD & BUTTERFLIES (4-7)	BREAD & BUTTERFLIES provides exposure to field work in which students may have special interests and in which they can earn a livelihood.
6. Students need to practice a "free to be you and me" philosophy via not changing their beliefs but rather introducing them to different ways of thinking about things.	BREAD & BUTTERFLIES (4-7)	The series includes characters from different racial and social backgrounds and revolves around a student's view of the world. One aim of the program is to counter the effects of stereotyped sex roles that might limit students' later work and adult roles. No adult moralizing is attempted, rather, portrayals are shown of the human potentials accessible to all individuals.
	SELF INCORPPRATED (5-8)	This series is designed to stimulate children's interest in dealing more effectely with the problems of adolescence such as making decisions, failure, disappointment, family communications and sex role identification.
Supplemental/Enrichment Resources		
	WORKSHOP HINTS (8-12)	This series shows how to handle selected tools properly and how to apply this knowledge to create practical and artistic products in wood.
	ADVENTURES OF THE MIND (7-12)	This series is designed to make students aware of computer accessiblity and to their application in many areas of life.
	CAREER COUNSELING (9-12)	CAREER COUNSELING shows students how to prepare for their dream careers and how to find out about them. A special focus is on the kinds of jobs available and the kinds of people best suited for them.

Subject Area: Home Economics

Level: Middle and Junior High

Curriculum Need	Series (Grade Level)	Comments
1. Provide instruction which promotes nutritional knowledge and development of healthful food selection habits.	SOUP TO NUTS (7-8)	SOUP TO NUTS is designed to encourage student evaluation of personal food habits as well as teach nutrition concepts. The series leads students through the decision-making process by exploring food related values, attitudes, knowledge and actions. Nutritional alternatives, risks and outcomes are presented to guide students toward making sound decisions regarding foods throughout their lives.

Subject Area: Guidance

Level: K-12

Curriculum Need	Series (Grade Level)	Comments
1. Promote the development of a positive self-concept in students.	INSIDE/OUT (4-7)	INSIDE/OUT teaches mental health instead of teaching about it. The effects of drugs, alcohol and tobacco, family living and communications skills are all approached through the affective lessons of this series.
2. Provide instructional resources to aid in teaching the concepts related to affective education and to assist teachers in development of their guidance and related skills.	INSIDE/OUT (4-7)	The affective approach of the series helps children to understand their own sadness, happiness, joy, fear, love and hate, and those feelings in others. The material in the guide will help teachers plan, create and meet the challenges of effective teaching which may lead to more feeling.
3. Development of life-coping skills by children for dealing with the problems and challenges of living, changing, and growing.	SELF INCORPORATED (5-8)	SELF INCORPORATED serves as an effective guidance resource for the classroom teacher. A goal of the series is to stimulate children's interest in alternatives and potential solutions to issues confronting them.
	ON THE LEVEL (8-12)	This series in personal and social growth is intended to be a part of a secondary school's comprehensive health and education program.
	VEGETABLE SOUP (5-8)	The series helps children deal with the challenges of living in an integrated society. VEGETABLE SOUP is designed to help counter the negative, destructive effects of racial prejudice and racial isolation and to reinforce the positive life-enhancing value of human diversity.
4. Development by children of personal and interpersonal skills and attitudes essential to success in school and work.	THE CLYDE FROG SHOW (1)	This series helps students develop positive attitudes toward others and decision-making skills. Programs aid teachers in promoting good mental health-a basis for all intellectual, social and professional functionings.
	BREAD & BUTTERFLIES (4-7)	BREAD & BUTTERFLIES translates these needs into goals and objectives and then into content and learning activities. The series should help students see the connection between school and the real world.
5. Development of clearer concepts of successful work behavior.	BREAD & BUTTERFLIES (4-7)	
6. Facilitate the integration and teaching of guidance concepts into the curriculum.	BREAD & BUTTERFLIES (4-7)	All subject area teachers should find the series useful not only in meeting the career development needs of students,but also in enhancing the skills taught in class.
7. Assist school counselors in providing knowledge and skills which lead the student to a more positive self concept.	SELF INCORPORATED (5-8)	The series emphasizes and reinforces the affective component of the guidance program; teachers will find ideas and concepts which they may use in their classrooms.

8. Develop knowledge and awareness of the work world.	BREAD & BUTTERFLIES (4-7)	Secondary students whose experiences have been deficient in some areas of career development will benefit from this series on adults at work.
	CAREER COUNSELING (9-12)	CAREER COUNSELING helps students prepare for their dream careers and to find out more about them. The kinds of jobs available and the kinds of people best suited for them is emphasized.

Subject Area: Education For The Handicapped

Level: K-12

Utilization of ITV and Radio Resources in the education of the handicapped must be on an individual pupil and/or class basis. The special education teacher should consider the level of functioning and interest level of the handicapped pupils and review the television and radio programs for those with appropriate content. Suggested uses include outlets for initial learning, reinforcing previously learned skills, enrichment, and activities for teacher aides working with indiviuals or groups.

Curriculum Need	Series (Grade Level)	Comments
1. Provide for the effective implementation of the handicapped child's individualized Education Plan.	LETTER PEOPLE (1)	LETTER PEOPLE provides an interesting and exciting introduction to decoding skills essential to competency in listening spelling, writing and reading skills. Applicable to Basic Assessment Program decoding objective.
	READALONG (1)	READALONG uses animation, puppets and music to make learning to read fun. Repetition of words, phrases and sentences are put into meaningful and humorous situations that make activity stimulating even to reluctant learners. Applicable to Basic Skills Assessment program decoding objective.
	WORDS ARE FOR READING (1-3)	This series helps develop language skills. Lessons are designed to encourage student participation.
	NUMBER TRAIN (1)	NUMBER TRAIN is designed to present mathematics in such a way that children will become more aware of its uses and importance in their invironment. The teacher's guide promotes student involvement with many ideas for using readily obtainable, manipulative devices.
	THE CLYDE FROG SHOW (1)	Programs of this series are designed to help primary students understand and cope with their emotions. Situations commonly encountered by young children are presented.
2. Provide opportunity for handicapped students, to the maximum extent appropriate, to participate and be educated in the general education program. (Some examples may be; music, art and health.)		
MUSIC:	TIME FOR SOUNDS 1 & 2 (1-2)	Series is sequentially developed and explores basic music skills through a direct teaching approach.
	TIME FOR SOUNDS 4 (4-5)	
	TIME FOR SOUNDS 5 (5-6)	
	MUSIC (4-6)	MUSIC programs are fast-paced, full of humor, and full of music. However, note that series is appropriate to viewers with highly sophisticated tastes both in televeision viewing and in music.
	EXPERIENCES IN MUSIC, DRAMA, DANCE (7-12)	This series provides a variety of lessons which lend themselves to use as enrichment resources in general music programs.
ART:	LET'S DRAW (1-3)	LET'S DRAW is based upon the philosphy that drawing is a way of communicating feelings to others and sometimes to yourself. Subjects are popular ones and presentations are slow-paced.
	THE DRAW MAN (3-7)	Series provides students with clear and uncomplicated demonstrations in graphic design.

	IMAGES AND THINGS (4-7)	IMAGES AND THINGS helps students to perceive qualities in people, objects, and events, and learn to respond and use them in visual expression.
HEALTH:	INSIDE/OUT (4-7)	Series uses an approach to mental health which enables the child to consider, to feel, and to act upon the choices that bear on the quality and scope of his own life.
	SELF INCORPORATED (5-8)	This series is designed to stimulate an interest in young adolescents to develop coping skills for dealing with some of the most critical issues and problems concerning them.
3. Provide for the vocational education needs of the handicapped child--specifically designed, if necessary, to meet his individual needs.	BREAD & BUTTERFLIES (4-7)	This career development series provides open-ended programs on self-clarification, interpersonal relationships, and human dignity. It also provides exposure to work in which one can earn a livelihood.
	FREESTYLE (3-6)	FREESTYLE provides knowledge about the world of work and about behavioral strategies that youngsters can master and use with success whenever they encounter a career-related opportunity or dilemma--in the summer or part-time job, at school, in the community, and in the home.

General Comment

If, in any district there are handicapped students who receive all their instruction at home, appropriate use could be made of open circuit from 8:00 a.m. to 3:00 p.m. and FRIDAY SPECIALS programs from 3:00-4:30 p.m.

FRIDAY SPECIALS:

SOUP TO NUTS
PENNYWISE
HERE'S TO YOUR HEALTH
AMERICAN LEGACY
HARMONY
IT FIGURES
TUNED IN
CAREER COUNSELING
READIT
HIGH FEATHER
PALMETTO SPECIAL

SUMMER FARE is televised during the summer from May 31 through August 13, MWF 8:30 a.m. to 1:00 p.m. and T, TH., 8:00 a.m. to 1:00 p.m., featuring high-interest programming for viewers at home or in summer school. The SUMMER FARE schedule booklet is available by writing the Office of ITV and Radio, Room 205, Rutledge Building, Columbia, S.C. 29201.

Subject Area: Substance Abuse

Level: K-12 Schools

Defined Minimum Program: Alcohol and Drugs. Through special instruction, an awareness will be developed regarding the use and abuse of alcoholic drinks and drugs. Instruction will emphasize problems related to their use, pharmacological aspects and physiological effects upon the total community. Instruction will be offered in all schools of the state and will be studied and presnted as thoroughly and in the same manner as all other required subjects.

Curriculum Need	Series (Grade Level)	Comments
1. Provide instruction developing positive feelings, values and relationships.	RIPPLES (K-2)	Substance abuse instruction should include the child's environment. RIPPLES depicts actual conditions a child finds in his environment promoting positive growth in feelings, values and relationships.
2. Promote the development of positive self-concept among students.	INSIDE/OUT (4-7)	Emphasis in this series is on helping the whole child develop a personally effective lifestyle and on promoting the well-being of children.
3. Provide instruction to meet the DMP requirement to develop an awareness of the ill effects of alcohol and drugs.	INSIDE/OUT (4-7)	Programs from the series may be used to initiate study in substance abuse. Studies of the effects of alcohol, tobacco, and drug abuse can be approached through the effective lessons of INSIDE/OUT.
4. Promote the development of effective life-coping skills for dealing with such adolescent problems as substance abuse and peer pressure.	ON THE LEVEL (8-12)	This series can serve as a useful resource in stimulating interest in developing such skills as evaluation, decision making, risk confrontation and mediating. Such skills and a willingness to cope with issues and problems equip a person with alternatives for dealing with society.

Reference Table for IR Resources Applicable to Basic Skills Assessment Program (Act 631) Continuing Objectives

The Basic Skills Assessment Program (Section 1-a of Act 631 of 1978) has identified eleven continuing objectives in communication skills and five in mathematics. These objectives and applicable instructional radio resources are identified in the following table. Resources having Basic Skills Assessment Program applications are also identified under comments for each subject area and grade level in the main body of this booklet.

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IR Reference Table To Basic Skills Assessment Program

Continuing Objective	Elementary	Middle/Jr. High	Secondary
Reading			
Decoding and word meaning	SPELL DOWN (3-8)	SPELL DOWN (3-8) CATCH ON 6-8)	
Details	WE'RE ALL EARS (K-3) LEARN TO LISTEN (4-6) LISTENING/4 (4-6)	LEARN TO LISTEN (4-6) LISTENING/4 (4-6)	
Main idea	WE'RE ALL EARS (K-3) READ ME THE COMICS (1-3) LEARN TO LISTEN (4-6) LISTENING/4 (4-6)	LEARN TO LISTEN (4-6) LISTENING/4 (4-6)	
Analysis of literature		THE WORLD OF F. SCOTT FITZGERALD (9-12) SHAKESPEARE'S PROLOGUES (9-12)	THE WORLD OF F. SCOTT FITZGERALD (9-12) SHAKESPEARE'S PROLOGUES (9-12)
Mathematics			
Concepts	MATHEMATICS PLUS (2-3)		

Instructional Radio Resources

Subject Area: Language Arts*

Level: Elementary

Defined Minimum Program: Grades 1-3, 550 minutes; Grades 4-6, 500 minutes weekly.
*At least 50 percent of the instructional time in language arts for grades 5-6 must be devoted to the teaching of composition and grammar. Basic Skills Assessment Program: reading objectives adopted under this program include decoding, word meaning, details, main idea, reference usage, inference, analysis of literature. Writing objectives are handwriting, mechanics, word usage, sentence formation and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Strengthen non-testable abilities.	THE BETTER TO LISTEN WITH (K-3)	This series is designed to develop awareness that listening is a positive act like reading (to distinguish it from hearing). It promotes the development of simple listening skills leading up to purposeful listening as a basis for remembering and understanding.
2. Develop the ability to listen for meaning	READ ME THE COMICS (1-3) WE'RE ALL EARS (K-3) TURN ON YOUR EARS (4-6)	These series represent a systematic development and entertaining approach to the teaching of listening skills. Great emphasis is placed on development of common reading skills: identifying details and main ideas, making inferences, listening for sequence and summarizing. Applicable to the Basic Skills Assessment Program details and inference objective.
	LISTENING/4 (4-6)	Listening for meaning is a major thrust of this developmental listening series. Series emphasizes five major skills: identifying details and main ideas, making inferences, listening for sequence and summarizing. Applicable to the Basic Skills Assessment Program details and inference objective.
	LEARN TO LISTEN (4-6)	This developmental listening series stimulates active listening for sequence, details, comprehension, evaluation and enjoyment. Applicable to the Basic Skills Assessment Program details and main idea objective.
	OLD TALES AND NEW (K-3)	This series provides entertaining stories for listening with themes based on human dignity, understanding, and feelings. They are laced with humor, imagination and logic.
	THE SPIDER'S WEB (3-7)	THE SPIDER'S WEB spins tales from the best of children's literature including classic fantasy, biography and history and cultural environment.
	MEET BARNEY BOOKWORM (4-6)	BARNEY BOOKWORM promotes reading for fun by dramatizing fourth through sixth graders' favorite stories. Barney ends the story at a moment of high suspense, motivating students to seek out the book for themselves in the library. All 16 titles to the series are available in paperback.
3. Develop appreciation of literature.	MYTHS AND LEGENDS (4-7)	Series dramatizes the origins of historic and literary myths and legends by placing them in the time frame of their creation and identifying their story in terms of existing beliefs, needs, and understandings.
4. Encourage growth in all aspects of language acquisition	SPEAK UP, SPEAK OUT (4-6)	Series emphasizes public speaking techniques throughout. It uses dramatic vignettes from well-known folklore and children's stories to point out the relationship between language and thought as they apply to the student's world of home and school.
5. Strengthen vocabulary	SPELL DOWN (3-8)	
Supplemental/Enrichment Resources		
	ACT IT OUT (4-6)	ACT IT OUT will help children get excited about language and experience the pleasure and satisfaction of successful communication.
	AMERICAN FOLK TALES (4-6)	From this series children will gain a better understanding of their American heritage.

	SOUND IDEAS (8-12)	SOUND IDEAS is designed to instruct students in the production of audio tapes, thereby strengthening communications skills, language, research, and logic. It may be used as a preparatory activity for the National Public Radio Young People's Radio Festival.

Level: Middle and Junior High

Defined minimum Program: Grades 7-8, 250 minutes weekly.
1. At least 50 percent of the instructional time in language arts for grades 7-8 must be devoted to the teaching of composition and grammar.
2. Special instructions in reading should be provided for at least 250 minutes weekly for students reading two or more grade levels below their grade placement. This may be offered either separate from or as part of the regular language arts program.
Basic Skills Assessment Program: reading objectives adopted under this program include decoding, word meaning, details, main ideas, reference usage, inference, analysis of literature.
Writing objectives are: handwriting, mechanics, word usage, sentence formation and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Strengthen non-testable abilities: the ability to listen for meaning, the ability to speak clearly and effectively, and an appreciation of literature.	LEARN TO LISTEN (4-6)	This developmental listening series stimulates active listening for sequence, details,comprehension, evaluation, and enjoyment. Listening for meaning is a major thrust of this series. Applicable to the Basic Skills Assessment Program details, main ideas, and inference objectives.
	LISTENING/4 (4-6)	LISTENING/4 emphasizes five major skills: identifying details, identifying main ideas, making inferences, listening for sequence, and summarizing. The series is based on the concept that children will listen willingly and attentively to anything that intrigues, surprises or challanges them. Applicable to the Basic Skills Assessment Progam details, main idea and inference objective.
	TURN ON YOUR EARS (4-6)	These ten programs will lead the teacher and students into an earnest, consistent attempt to maintain and improve listening skills and listening habits of all kinds. It promotes the courtesy of really listening while others speak.
	SPEAK UP, SPEAK OUT (4-7)	SPEAK UP, SPEAK OUT uses dramatic vignettes from well-known children's stories to point out the relationships between language and thought as they apply in the student's world at home and school.
	THE SPIDER'S WEB (3-7)	THE SPIDER'S WEB stimulates children's creative power by forcing them to create a picture in their own minds. The series spins tales from the best of children's literature.
	MYTHS AND LEGENDS (4-7)	Series dramatizes the origins of historic and literary myths and legends by placing them in their creation and identfying their story in terms of existing beliefs, needs and understanding.
2. Provide opportunity to apply reading skills taught.	MEET BARNEY BOOKWORM (4-6)	BARNEY BOOKWORM promotes reading for fun by dramatizing fourth and sixth graders' favorite stories. Barney ends the story at a moment of high suspense, motivating students to seek out the book for themselves in the library. All 16 titles to the series are available in paperback.
	WILD, WACKY,WONDERFUL WHIZBANG WORD EMPORIUM (6-8)	WORD EMPORIUM is a series designed to interest, entertain and excite students as it introduces them to the worlds of poetry and prose.
3. Strengthen vocabulary--there is a need to enrich vocabulary with a consistent program of vocabulary development.	SPELL DOWN (3-8)	SPELL DOWN is designed to promote activities which will increase the spelling expertise of students and to foster an interest in words, their roots, their meanings, and their use. Applicable to the Basic Skills Assessment Program word meaning objectives.
	CATCH ON (6-8)	CATCH ON improves the understanding of word meaning and comprehension of the spoken word through use of contextual clues, morphological analysis, semantics and listening skills. Applicable to Basic Skills Assessment Program word meaning objective.
Supplemental/Enrichment Resources		
	ACT IT OUT (4-6)	ACT IT OUT will help children get excited about language and experience the pleasure and satisfaction of successful communication.

Level: Secondary

Defined Minimum Program: Course opportunities with a maximum of six units including courses in remedial reading, and English I, II and III will be offered. At least 50 percent of instructional time in courses used for graduation requirements must be devoted to the teaching of composition and grammar. Typical learning experiences to be provided include: communication skills, in-depth study of literature, creative writing, literature enjoyment and appreciation, oral and written self-expression, and instruction guaranteeing reading and writing skills.
Basic Skills Assessment Program reading objectives adopted under this program include: decoding, word meaning, details, main idea, reference usage, inference analysis of literature.
Writing objectives are: handwriting, mechanics, word usage, sentence formation and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Strengthen non-testable abilities.	CONVERSATIONS WITH WILLIAM SHAKESPEARE AND CERTAIN OF HIS FRIENDS (9-12)	The series reveals Shakespeare—the man—showing how this artist commented on thoughts that are vital to our modern lives. Some of the subjects discussed are responsibility, love, war, morality, religion, loneliness, politics, hopes, and humanism. The open-ended programs are intended to provoke individual thought.
2. Appreciate literature and drama.	SHAKESPEARE'S PROLOGUES (9-12)	The PROLOGUES provide an excellent orientation to the Shakespeare plays now under production by PBS television. Each program familiarizes the student with certain aspects of the plays: introduces them to the sound of the language of Shakespeare's plays; and should motivate them to want to see or read the play themselves. Applicable to the Basic Skills Assessment Program analysis of literature objective.
	SHAKESPEARE: PORTRAITS IN SOUND (9-12)	The PORTRAITS are, in fact, sound paintings or verbal images of Shakespeare and his life and times.
	THE WORLD OF F. SCOTT FITZGERALD (9-12)	This 16 half-hour series contains a documentary encompassing clusters of important themes of the life and literature of the 20's and 30's using Fitzgerald's experiences as focus. Applicable to the Basic Skills Assessment Program analysis of literature objective.
Supplemental/Enrichment Resources		
	SOUND IDEAS (8-12)	SOUND IDEAS is designed to instruct students in production of audio tapes thereby strengthening communications skills, language, research, and logic. It may be used as a preparatory activity for the National Public Radio Young People's Radio Festival.

Subject Area: Foreign Language

Level: Secondary

Defined Minimum Program: All accredited high schools will include at least two years of foreign language in their programs. A school not meeting this requirement must be able to justify this omission. Schools with fewer than 300 students may alternate first and second year courses when not practical to offer two levels concurrently.

Curriculum Need	Series (Grade Level)	Comments
1. Diversify content of basic text.	FAMILIE BAUMANN I & II (9-12)	Series provides German language instruction in two parts. Elementary and intermediate with commentary in the English language.

Subject Area: Mathematics

Level: Elementary

Defined Minimum Program: Grades 1-3, 225 minutes weekly; Grades 4-6, 250 minutes weekly.
Basic Skills Assessment Program: Mathematics objectives adopted under the Basic Skills Assessment Program are concepts, operations, measurement, geometry and problem solving.

Curriculum Need	Series (Grade Level)	Comments
1. Motivational math instruction. Active involvement of students in the learning process.	MATHEMATICS PLUS (2-3)	One of the objectives of MATHEMATICS PLUS is to make mathematics much more enjoyable and rewarding. The series should not be considered simply as enrichment—the topics discussed in each broadcast are clearly defined in the scope and sequence of most mathematics texts for grades two and three. Most of the student activities involve small group work and/or role playing. Applicable also to the Basic Skills Assessment Program Mathematics concepts objective.

Subject Area: Natural Science

Level: Middle and Junior High

Defined Minimum Program: Grades 1-3, 125 minutes weekly; Grades 4-6, 175 minutes weekly. Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comment
1. Make Science instruction more relevant.	TWENTIETH CENTURY SCIENCE (6-8)	Using drama and fantasy, these programs encourage students to investigate contemporary scientific issues. The series deals with significant scientific concepts and events that are shaping our thinking and our history.
2. Increased knowledge and appreciation of our environment and of the interaction of natural and cultural influences upon it.	PRIVATE EYE ON THE ENVIRONMENT (5-9)	This series of dramatic lessons deals with environmental problems around the world, from huge oil spills to worldwide famines. The stories are suspenseful, fast-moving and open-ended.

Level: Secondary

Defined Minimum Program: Grades 9-12, biology, chemistry, and physics are among the course offering which will be included every year. Schools (Grades 9-12) with enrollments of 400 or less may alternate chemistry and physics. At least 20 percent of instructional time in all science subjects will be devoted to student-centered laboratory experiences. All accredited high schools shall include environmental studies as a part of the instructional program.

Curriculum Need	Series (Grade Level)	Comments
1. Enrich classroom instruction.	MAN AND MOLECULES (10-12)	This series presents Nobel Prize-winning chemists and other authoritative scientists in discussions of current and future issues of concern in science and society, health and medicine, the natural world, energy, environment and space.

Subject Area: Social Studies

Level: Elementary

Defined Minimum Program: Grades 1-3, 125 minutes weekly; Grades 4-6, 175 minutes weekly. Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunities to gain knowledge of our history so students can profit from our experiences, build on our heritage, and apply fundamental social studies concepts to their daily lives.	MAKERS OF THE AMERICAN REVOLUTION (4-9)	This series dramatizes some of the great events and major themes of the Revolution through the stories of patriots who shaped the events. Among the themes dealt with are taxation, slavery, regulation of commerce and protest versus violent demonstration.
	OUR AMERICAN LEADERS (4)	Series whisks students back in history to hear "on-the-scene" quasi-interviews with thirty important figures in American history: explorers, nation-builders, humanitarians, and leaders in science and the arts. Follow up activities emphasize analyzing events and conditions from the past.
	LIVING IN COLONIAL AMERICA (4-6)	Each program in this series focuses on a different aspect of everyday life during the Revolutionary War years, highlighted through use of music, narrative, vignettes, and stories.
	WHO ARE THE AMERICANS (4-8)	Upper elementary students will be earwitnesses to the great change that took place in the texture of American life as millions of immigrants pushed their way across two oceans to partake of the fruits of the land of opportunity. Through dramatic portrayals of family groups of many nationalities, races, and religions, students will gain an understanding of the aspirations and hardships involved in gaining a foothold in the new land.
2. Increased knowledge of the everyday workings of our economic system.	WHATCHA SEE IS WHATCHA GET (6-8)	This series presents consumer education programs which alert student listeners to the devices of the marketplace. The series is intended to create a sense of consumer awareness which will lead to wiser use of personal resources.
	IF YOU'VE GOT A DIME, YOU'VE GOT A CHOICE (4-6)	This series teaches aspects of consumer education particularly vital to youngsters in the marketplace, i.e. advertising claims.
	WISE CHOICES, II (4-6)	The lessons in this series are designed to create a sense of "wise consumer awareness" and involve the student in a variety of activities related to extending their consumer competencies.
	DEVELOPMENTAL ISSUES (9-12)	DEVELOPMENTAL ISSUES deals with the concepts and reality of economic development in a global perspective. The program format is audio-magazine style, enabling each lesson to include a wide variety of materials.

Level: Middle and Junior High

Defined Minimum Program: Grades 7-8, 200 minutes weekly. Eighth grade social studies must include South Carolina history as it relates to the United States. Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunities to gain knowledge of our history so students can profit from our experiences, build on our heritage and apply fundamental social studies concepts to their daily lives.	MAKERS OF THE AMERICAN REVOLOUTION (4-9)	MAKERS OF THE AMERICAN REVOLUTION dramatizes some of the great events and major themes of the Revolution through the stories of patriots who shaped the events. Among the themes dealt with are taxation, slavery, regulation of commerce, and protest versus violent demonstration.
	AMERICAN FOLK TALES (4-6)	From this series children will gain a better understanding of their American heritage.
	TWENTIETH CENTURY PRESIDENTS (9-12)	This series offers information which can provide perspective and a clearer picture of these presidents as politicians and as human beings. The material can also serve as a springboard for discussion and research.

	WHO ARE THE AMERICANS? (4-8)	From this series students can gain appreciation of the great change that took place in the texture of American life as millions of immigrants came into our country. The series provides students with an understanding of the aspirations and hardships involved in gaining a foothold in the new country.
	OUR AMERICAN LEADERS (4)	Series takes students back in time to hear on-the-scene quasi-interviews with thirty important figures in American history.
2. Increased knowledge of the everyday workings of our economic system.	WHATCHA SEE IS WHATCHA GET (6-8)	This series presents consumer education programs which alert student listeners to the devices of the marketplace. The series is intended to create a sense of consumer awareness which will lead to wiser use of personal resources.
	DEVELOPMENTAL ISSUES (7-12)	Series deals with the concepts and realities of economic development in a global perspective. The program format is audio-magazine style, enabling each lesson to include a wide variety of materials.

Level:Secondary

Defined Minimum Program will include each year:
A. U.S. History and Constitution
B. Economics and American Government
C. Three other courses in the approved social studies area.
All accredited high schools will include environmental studies as a part of the instructional program.

Currriculum Need	Series (Grade Level)	Comments
1. Attainment of the level of knowledge, skills and understanding necessary to participate constructively in a democratic society.	INQUIRY: THE JUSTICE THING (9-12)	With the new age of majority comes the realization that instruction is needed at the high school level in American law and the American legal system. INQUIRY seeks to promote an understanding of the ways which govern our land. Series is guaranteed to promote discussion and debate and encourages students to explore their own personal values and ethics.
	MAKERS OF THE AMERICAN REVOLUTION (4-9)	This series dramatizes some of the great events and major themes of the Revolution through the stories of patriots who shaped the events.
	TWENTIETH CENTURY PRESIDENTS (9-12)	TWENTIETH CENTURY PRESIDENTS offers information which can provide perspective and a clearer picture of these presidents as politicians and as human beings. The material can also serve as a springboard for discussion and research.
	HATS IN THE RING (10-12)	The objective of this series is to focus upon eight presidential campaigns during the period 1800-1864 and thereby learn about the great issues of the times, and the changes and developments in the American political system.
	THE ADVOCATES IN BRIEF (9-12)	THE ADVOCATES IN BRIEF presents selected controversial questions and issues originally presented on the television series of the same name. The radio version uses only those programs where the issues are timely and relate to current affairs for high school students.
	NEWS LINE (6-12)	NEWS LINE presents a summary of the key news stories of the preceding week from international, national and state happenings. Foreign names and places will be defined as will new or complex events, problems or situations.
	IT'S YOUR WORLD (6-12)	IT'S YOUR WORLD leans heavily on social studies-related stories from excerpts of National Public Radio programs such as ALL THINGS CONSIDERED and other sources.
2. Increased knowledge of everyday working of our economic system.	DEVELOPMENTAL ISSUES (9-12)	Series deals with the concepts and reality of economic development in a global perspective. The program format is audio-magazine style, enabling each lesson to include a wide variety of materials.
3. Increased knowledge and appreciation of our environment and of the interaction of natural and cultural influences upon it.	PRIVATE EYE ON THE ENVIRONMENT (5-9)	This series of dramatic lessons deals wtih environmental problems around the world, from hugh oil spills to worldwide famines. The stories are suspenseful, fast-moving and open-ended.

	WISE CHOICES, II (4-6)	The lessons in this series are designed to create a sense of wise consumer awareness and involve the students in a variety of activities related to extending their consumer competencies.
	IF YOU'VE GOT A DIME, YOU'VE GOT A CHOICE (4-6)	This series teaches aspects of consumer education particularly vital to youngsters in the marketplace, i.e. advertising claims.

Subject Area: Music

Level: Elementary

Defined Minimum Program: Fine Arts, Grades 1-6, 75 minutes weekly.

Curriculum Need	Series (Grade Level)	Comments
1. Provide assistance to schools and to the classroom teacher in meeting the minimum standards.	CATCH A SOUND (1-3)	CATCH A SOUND will help teachers create a genuine love of music among primary students. The series is also designed to introduce concepts of music such as listening, rhythm, tempo, pitch variation, timbre movement,and dramatization.
	MOVIN' FREE (K-3)	The series is designed to supplement regular classroom rhythm programs by giving students the opportunity to experience the fundamentals of locomotion and simple rhythmic activity by moving creatively to music.
	UP TO YOUR EARS (5-6)	UP TO YOUR EARS was produced to provide the teacher and music specialist with music materials to which they might not have access, to encourage children to be more aware of the sounds around them and to experiment with simple instruments.
2. Provide opportunity for students to explore music interests and to participate in general music programs.	THE MAN AND HIS MUSIC (5-9)	This radio series introduces its listeners to several great composers and their masterworks. The works are paired, dramatizing the life of a composer one week, and presenting highlights from his major works the following week.

Level: Middle and Junior High

Defined Minimum Program: A fine arts program, including music and art, will be provided as an elective for 36 weeks. Courses in fine arts must be offered during the school day at a scheduled period. Each nine-week course must be scheduled for a minimum of 250 minutes weekly.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunity for students to explore music interests and to participate in general music programs.	UP TO YOUR EARS (5-6)	UP TO YOUR EARS was developed to provide classroom teachers and music teachers with supplemental instruction materials in music and to encourage students to listen to the sounds around them with more awareness than before. It encourages them to actually experiment with simple instruments of their own making to produce their own kinds of music. Folk music and electronic music provide the musical areas of study.
	THE MAN AND HIS MUSIC (5-9)	This radio series introduces its listeners to several great composers and their masterworks. The works are paired, dramatizing the life of a composer one week , and presenting highlights from his major works the following week.

Level: Secondary

Defined Minimum Program: A school program will include a minimum of two courses in the fine arts area.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunity for students to explore music interests and participate in general music programs.	THE MAN AND HIS MUSIC (5-9)	This radio series introduces its listeners to several great composers and their masterworks. The works are paired, dramatizing the life of a composer one week, and presenting highlights from his major works the following week.

	MUSIC. . . WHAT ABOUT IT? (9-12)	This series was created for use by adults in and out of school. It should provide excellent supplementary material for any teacher involved in music, its designed purpose and effect on man's life.

Subject Area: Health and Safety

Level: Elementary

Defined Minimum Program: Grades 1-6, 75 minutes weekly, 36 weeks annually.
Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1.Provide progressive program of health instruction that is consistent with growth and development patterns of students.	HEALTHY, HAPPY AND WISE (1-3)	Learning how to have a good mind in a healthy body should begin early in the education of children. The series encourages young students to develop proper habits and attitudes to live a vigorous, sane, and exciting life. The series also is designed to stimulate class discussion and projects.
	HEALTHY, WELL-FED AND WISE (K-3)	In the primary grades, teachers are concerned with developing readiness for learning in many areas. Nutrition should be one of these areas. The series is an effective tool in teaching simple nutrition.

Subject Area: Career and Vocational Education

Level: Grades 4-9

Curriculum Need	Series (Grade Level)	Comments
1. Students need to focus on the interrelatedness of various life-career roles, family, citizenship, leisure time and occupation.	PEOPLEWORKS (6-9)	PEOPLEWORKS presents programs about family peer groups, interest groups and community groups, as well as the individuals whose actions work together to make the works go. The series makes students aware of the individual identity and career development as well as the actions of others in the peopleworks.
2. Students need to learn techniques for analyzing and appraising their interests, aspirations, aptitudes, abilities and values in terms of various career options.	DISCOVER YOURSELF (6-9)	Series presents the true stories of seven people who made correct career choices, eminently suited to their abilities, interests, and attitudes. Through the childhood experiences of these seven, the student gains insight into the importance of self-awareness.

Subject Area: Guidance

Level: Grades 1-6

Curriculum Need	Series (Grade Level)	Comments
1. Provide instructional resources to aid teachers in teaching concepts related to effective education.	LISTENING TO MY FEELINGS (1-3)	One aim of this series is to help children learn to listen closely to their feelings and to understand the true source and quality of their feelings. After listening, the students will be motivated to share personal experiences related to those on the programs leading to a greater understanding of emotion as common to most human beings.

	WHO CARES? (3-5)	These programs represent a request by teachers to: "Help us help our kids toward intelligent valuing. We need help with values clarification." These programs are designed to help students (with a paticular issue) to choose freely from alternatives after thoughtful consideration of the alternatives presented through the vehicle of social studies concerns.
	SPEAKOUT (4-6)	SPEAKOUT is designed to encourage students to discuss inner problems and conflicts, and to try to find solutions.

Subject Area: Education For The Handicapped

Level: Primary

Curriculum Need	Series (Grade Level)	Comments
1. Provide highly motivating, effective reading instruction.	READ ME THE COMICS (1-3)	READ ME THE COMICS presents a review of pre-reading and early reading skills presented in a delightful format for young children. The series also encourages listening for comprehension and helps motivate students to do purposeful reading.
2. Provide opportunity for students to improve motor skills.	MOVIN' FREE (K-3)	The series is designed to supplement regular classroom rhythm programs by giving students the opportunity to experience the fundamentals of locomotion and simple rhythmic activity by moving creatively to music.

Subject Area: Subtance Abuse

Level: Grades 1-3

Curriculum Need	Series (Grade Level)	Comments
1. Provide instruction for developing positive feelings.	TOOLS (1-3)	TOOLS is a series which departs from the usual approach to drug education. TOOLS is about the factors that influence values and relationships. young people in their decision making about anything--feelings as well as abilities, values as well as social pressures, circumstances as well as abilities. Programs put emphasis on trusting, learning to love, and accepting oneself and needs. The series aims to develop respect for nature and natural processes.

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